



GARZA-PEÑA CAMPUS IMPROVEMENT PLAN

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ 2025

Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social- emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020, by the PSJA School Board of Trustees

Campus Vision

The vision of Garza-Peña Elementary is to provide an education that will ensure successful learning for students. The Garza-Peña students will be responsible individuals that will show respect and concern for one another. The teachers and staff will provide a quality instructional program implementing successful strategies and demonstrating leadership. The parents and community will be actively involved to ensure student success and responsibility. A positive school environment will contribute to every students' success at Garza-Peña Elementary.

Campus Mission

The mission of Garza-Peña Elementary is to provide a quality instructional program in a nurturing, positive, and creative learning environment which addresses the cognitive, affective, and physical needs of the children. The staff, parents, and community will be committed to provide successful educational experiences which will enable the students to become productive members of society.

Texas Accountability System

The issuance of 2024 A–F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: [2024 Accountability System | Texas Education Agency TEA](#)

Strategic Direction



PSJA School Board

Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet

Dr. Alejandro Elias, Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff

Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Campus Executive Summary

Demographics:

The student body at Garza-Peña Elementary is majority Hispanic with the following breakdown of student populations:



Pharr-San Juan-Alamo ISD Campus Special Pops Breakdown Matrix

Bld	Campus	Grade	All Students	Male	% Male	Female	% Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	Migrant	% Migrant	ECD	% ECD	GT	% GT	CTE	% CTE
118	Garza-Pena Elementary	P3	5	2	40.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		PK	32	17	53.1%	15	46.9%	1	3.1%	7	21.9%	0	0.0%	0	0.0%	1	3.1%	31	96.9%	0	0.0%	0	0.0%
		KG	69	29	42.0%	40	58.0%	5	7.2%	31	44.9%	0	0.0%	0	0.0%	1	1.4%	65	94.2%	0	0.0%	0	0.0%
		01	64	24	37.5%	40	62.5%	3	4.7%	24	37.5%	0	0.0%	0	0.0%	2	3.1%	58	90.6%	0	0.0%	0	0.0%
		02	71	38	53.5%	33	46.5%	11	15.5%	38	53.5%	0	0.0%	0	0.0%	2	2.8%	68	95.8%	4	5.6%	0	0.0%
		03	71	46	64.8%	25	35.2%	4	5.6%	38	53.5%	0	0.0%	0	0.0%	1	1.4%	66	93.0%	5	7.0%	0	0.0%
		04	92	37	40.2%	55	59.8%	13	14.1%	40	43.5%	0	0.0%	0	0.0%	3	3.3%	82	89.1%	7	7.6%	0	0.0%
		05	73	42	57.5%	31	42.5%	18	24.7%	28	38.4%	2	2.7%	0	0.0%	0	0.0%	69	94.5%	4	5.5%	0	0.0%
	Garza-Pena Elementary	477	235	49.3%	242	50.7%	55	11.5%	206	43.2%	2	0.4%	0	0.0%	10	2.1%	439	92.0%	20	4.2%	0	0.0%	
District	477	235	49.3%	242	50.7%	55	11.5%	206	43.2%	2	0.4%	0	0.0%	10	2.1%	439	92.0%	20	4.2%	0	0.0%		

With the district's proximity to Mexico, 43.2% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Garza-Peña Elementary has been rated a "B" Campus by the state of Texas on the 2024-2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 47 and Garza-Peña earned a grade of 75 (C).

In Domain II, School Progress (79) and Relative Performance (84) with an Eco Dis at a 92.8%, Garza-Peña earned a scale score of 84. Domain III, Closing the Gaps Domain, Garza-Peña scale score was a 92.

The overall 2024 Accountability Rating for Garza-Peña Elementary was a score of 86 (B). In grades 3-5 all tested STAAR subjects Garza-Peña administered 606 tests and had 100% participation for the 2024-2025 school year.

Executive Summary Continued

Student Performance:

For the 2025-2026 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, and Science will increase from 48% (57% Reading, 46% Math, & 27% Science) in June 2025 to 50% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase 5-10 percentage points by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Science will increase by ten percentage points by June 2026.

Effective Teaching and Learning:

Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All students participate in Masters and sustainability learning, a project/passion-based learning approach. Garza Pena now offers ten Dual Language classrooms: 1 in P3, 1 in PK, 1 in Kinder, 1 in 1st, 2 in 2nd grade, 2 in 3rd grade, 2 in 4th grade, 1 in 5th. These classrooms contain ELL students. The mission for our campus is to develop a culture of readers (both staff and students). Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on classroom libraries to promote the love of reading, as well as providing materials and professional development to support writing and reading workshops. Handwriting will also be a focus of literacy instruction so that students will be able to write legibly and fluidly.

Summary of Goals:

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5-10% in all subject areas and subgroups. Students in grades K-2 will show a 5-10% increase in the number of students performing in Tier 1 as determined by I-Ready reading and math. Each grade level will show a 5-10% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5-10% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide PBIS and social emotional initiative. Increase the academic achievement of all students, in all subgroups by 5-10%. Close the achievement gap by 5-10% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Garza Pena will continue to partner with community stakeholders to ensure student/campus success.

Campus Educational Improvement Committee Members

<u>School Administration</u> Judith Canales, Principal Elda Barrios, Asst. Principal Joel Santa Maria, Counselor Monica Hernandez, CLL <u>Para-Professional</u> Mia Jimenez <u>Support Staff</u> Brianna Jimenez <u>Community Member</u> Cynthia Sandoval	<u>Professionals</u> Jennifer Alvarez- PK Angel Seawell - Kinder Priscila Cardenas- 1st Grade Sonia Champion– 2nd Grade Alma Rivera– 3rd Grade Yurani Ramirez-4th Grade Oscar Quintanilla– 5th Grade <u>Resource</u> Carmen Noyola <u>Parent</u> San Juanita Olvera
--	--

2024-2025 STAAR

OVERALL RATING

GARZA-PENA ELEMENTARY CAMPUS REPORT CARD 2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Domain	Scaled Score	Better of Part A or B	Better of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	75				
Domain II - School Progress Part A	79	84	84	70%	58.8
Domain II - Relative Performance Part B	84				
Domain III - Closing the Gaps	92			30%	27.6
OVERALL SCORE				86	

GARZA-PENA ELEMENTARY

DOMAIN I - STUDENT ACHIEVEMENT

2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	86	21	24%	65	76%	43	50%	12	14%	47	75
Grade 4 Mathematics	68	19	28%	49	72%	37	54%	19	28%	51	78
Grade 5 Mathematics	99	23	23%	76	77%	46	46%	25	25%	49	77
Grade 3 Reading (English)	74	19	26%	55	74%	39	53%	13	18%	48	76
Grade 4 Reading (English)	68	14	21%	54	79%	41	60%	17	25%	55	83
Grade 5 Reading (English)	94	22	23%	72	77%	53	56%	29	31%	55	83
Grade 3 Reading (Spanish)	12	3	25%	9	75%	4	33%	0	0%	36	62
Grade 4 Reading (Spanish)											
Grade 5 Reading (Spanish)	6	2	33%	4	67%	2	33%	0	0%	33	58
Grade 5 Science	99	32	32%	67	68%	28	28%	7	7%	34	59
TOTAL TESTS	606	155	26%	451	74%	293	48%	122	20%		
Domain I - Student Achievement Scaled Score (74 + 48 + 20) ÷ 3 = 47										75	

GARZA-PENA ELEMENTARY

DOMAIN II PART A - SCHOOL PROGRESS

2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Annual Growth			2025 STAAR					
			Did Not Meet LOW	Did Not Meet HIGH	Approaches LOW	Approaches HIGH	Meets	Masters
2024 STAAR	Did Not Meet LOW	MATH	10	7	2	2	0	0
		RLA	8	5	3	2	3	0
	Did Not Meet HIGH	MATH	9	7	6	1	2	0
		RLA	13	3	3	2	4	1
	Approaches LOW	MATH	0	4	1	8	3	1
		RLA	0	3	4	5	5	0
	Approaches HIGH	MATH	0	4	6	7	12	2
		RLA	3	1	4	8	11	4
	Meets	MATH	0	1	1	7	13	21
		RLA	0	2	0	3	20	18
Meets	MATH	0	0	0	1	8	20	
	RLA	0	0	0	0	6	23	
Accelerated Growth			2025 STAAR					
			Did Not Meet	Approaches		Meets	Masters	
2024	Did Not Meet	MATH	33	11		2	0	
		RLA	29	10		7	1	
Annual Growth Points Earned					(94 x 0) + (30 x 0.5) + (209 x 1) = 224			
Accelerated Growth Points Earned					(31 x 0.25) = 7.75			
# of Total Tests Included in Calculation					333			
Domain II - School Progress Raw Score					(224 + 7.75) ÷ 333 = 70			
Domain II - School Progress Scaled Score								
Domain II - School Progress Scaled Score								
79								

GARZA-PENA ELEMENTARY

DOMAIN II PART B - RELATIVE PERFORMANCE

2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	86	21	24%	65	76%	43	50%	12	14%	47	84
Grade 4 Mathematics	68	19	28%	49	72%	37	54%	19	28%	51	87
Grade 5 Mathematics	99	23	23%	76	77%	46	46%	25	25%	49	85
Grade 3 Reading (English)	74	19	26%	55	74%	39	53%	13	18%	48	85
Grade 4 Reading (English)	68	14	21%	54	79%	41	60%	17	25%	55	90
Grade 5 Reading (English)	94	22	23%	72	77%	53	56%	29	31%	55	90
Grade 3 Reading (Spanish)	12	3	25%	9	75%	4	33%	0	0%	36	69
Grade 4 Reading (Spanish)											
Grade 5 Reading (Spanish)	6	2	33%	4	67%	2	33%	0	0%	33	62
Grade 5 Science	99	32	32%	67	68%	28	28%	7	7%	34	65
TOTAL TESTS	606	155	26%	451	74%	293	48%	122	20%		
Domain I - Student Achievement Scaled Score (74 + 48 + 20) ÷ 3 = 47										84	

GARZA-PENA ELEMENTARY

DOMAIN III - CLOSING THE GAPS

2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

			All Students	Hispanic	High Focus	EB	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement	RLA	2025-27 Interim	46	39	37		18	24	75	30%	22.5
		2028-32 Next Interim	55	49	48						
		2038 Long Term	73	70	69						
		2024	46	46	44						
		2025	55	55	53						
	POINTS EARNED	3	3	3							
	MATH	2025-27 Interim	49	44	42						
		2028-32 Next Interim	58	53	52						
		2038 Long Term	75	72	71						
		2024	46	45	44						
		2025	50	50	48						
POINTS EARNED	3	3	3								
Academic Growth	RLA	2025-27 Interim	64	62	61		18	24	75	50%	37.5
		2028-32 Next Interim	74	72	71						
		2038 Long Term	94	92	91						
		2024	78	78	78						
		2025	72	72	71						
	POINTS EARNED	3	3	3							
	MATH	2025-27 Interim	69	68	66						
		2028-32 Next Interim	78	77	76						
		2038 Long Term	95	95	95						
		2024	76	76	76						
		2025	69	69	69						
POINTS EARNED	3	3	3								
English Language Proficiency	2025-27 Interim					49	4	4	100	10%	10
	2028-32 Next Interim					51					
	2038 Long Term					55					
	2024					65					
	2025					62					
	POINTS EARNED					4					
Student Achievement Domain Score	2025-27 Interim		47	41	40		9	12	75	10%	7.5
	2028-32 Next Interim		57	51	50						
	2038 Long Term		77	71	70						
	2024		47	47	46						
	2025		47	47	46						
	POINTS EARNED		3	3	3						
Domain III - Closing the Gaps Raw Score							(22.5 + 37.5 + 10 + 7.5) = 78				
Domain III - Closing the Gaps Scaled Score										92	

2022 – 2024 STAAR/STAAR ALT 2 Campus Results
All-Students, Bilingual, & Special Ed at Approaches– Three Year Trend



STAAR Demographic Longitudinal - All Subjects for GARZA-PENA EL

Source: Admin Year: 2025

Test Version(s): STAAR, STAAR-Alt2 Language(s): English, Spanish Retests: First Administrations

Calculation Option: Approaches Gr Lvl Std

Mathematics	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	65%	76%	73%	58%	68%	70%	88%	86%	75%
Bilingual	54%	86%	72%	52%	54%	74%	84%	88%	68%
Special Education	64%	56%	67%	50%	65%	56%	89%	75%	55%

Reading/ELA	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	61%	68%	73%	64%	77%	80%	82%	81%	75%
Bilingual	52%	65%	72%	58%	68%	83%	80%	93%	65%
Special Education	55%	33%	58%	50%	71%	50%	53%	63%	52%

Science	05		
	2023	2024	2025
All Students	65%	64%	66%
Bilingual	59%	70%	53%
Special Education	53%	25%	45%

2022 – 2024 STAAR/STAAR ALT 2 Campus Results
All-Students, Bilingual, & Special Ed at Meets Level of Performance – Three Year Trend



STAAR Demographic Longitudinal - All Subjects for GARZA-PENA EL

Source: Admin Year: 2025

Test Version(s): STAAR, STAAR-Alt2 Language(s): English, Spanish Retests: First Administrations

Calculation Option: Meets Gr Lvl Std

Mathematics	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	33%	40%	49%	39%	47%	54%	56%	51%	46%
Bilingual	28%	55%	51%	35%	36%	70%	55%	58%	34%
Special Education	18%	28%	58%	50%	41%	39%	42%	38%	32%

Reading/ELA	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	40%	41%	50%	38%	45%	59%	57%	56%	57%
Bilingual	30%	43%	49%	26%	32%	74%	55%	63%	50%
Special Education	18%	22%	50%	25%	24%	22%	37%	38%	30%

Science	05		
	2023	2024	2025
All Students	36%	36%	27%
Bilingual	31%	37%	15%
Special Education	42%	25%	23%

2022 – 2024 STAAR/STAAR ALT 2 Campus Results

All-Students, Bilingual, & Special Ed at Masters Level of Performance – Three Year Trend



STAAR Demographic Longitudinal - All Subjects for GARZA-PENA EL

Source: Admin Year: 2025

Test Version(s): STAAR, STAAR-Alt2 Language(s): English, Spanish Retests: First Administrations

Calculation Option: Masters Gr Lvl Std

Mathematics	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	10%	16%	14%	15%	22%	30%	19%	21%	25%
Bilingual	6%	23%	16%	13%	16%	52%	16%	23%	19%
Special Education	9%	22%	25%	0%	24%	6%	21%	13%	9%

Reading/ELA	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	12%	17%	16%	15%	24%	26%	32%	36%	28%
Bilingual	6%	22%	9%	13%	20%	35%	27%	44%	23%
Special Education	0%	17%	25%	0%	24%	11%	16%	13%	9%

Science	05		
	2023	2024	2025
All Students	17%	16%	7%
Bilingual	16%	22%	0%
Special Education	21%	13%	14%

Comprehensive Needs Assessment



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance****Strengths**

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics and science.

- The Spec Ed Group in ELA/Reading at Meets Grade Level Standard or Above was at 30%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 34%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 32%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- The All-Student Group in Science at Meets Grade Level Standard or Above was at 27%.
- Emergent Bilingual Student Group in Science at Meets Grade Level Standard or Above was at 15%.
- Special Education (Current) Student Group in Science at Meets Grade Level Standard or Above was at 23%.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, and Science will increase from 48% (57% Reading, 46% Math & 27% Science) in June 2025 to 50% by June 2026 by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Strategically plan instruction to target specific needs of students by implementing lessons targeting SDGs.

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principal, CLL and Content teachers

Action Steps:

- 1) Use data from a variety of sources to identify areas of concern.
- 2) Plan accordingly to target areas of concern and develop action plans
- 3) Monitor data weekly/bi-weekly utilizing progress monitoring tracking sheets & assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Small group instruction will be implemented in the classroom to target specific student needs.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principal, CLL and Content teachers

Action Steps:

- 1) Use data from a variety of sources to identify student groups for small group instruction.
- 2) Plan accordingly to target areas of concern based on student and group needs.
- 3) Monitor small group instruction effectiveness utilizing progress monitoring tracking sheets & assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Intervention resources •Pacing Guides •Curriculum •Small Group Grouping •Lesson Plans •I-Ready	•Walkthrough documents •Tracking sheets	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Strategy 3: Ongoing support for the implementation of the RLA, Math, & Science curriculum through CLCs.

Timeline: September 2025 - May 2025

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs, Assistant Principal, Teachers

Action Steps:

- 1) Identify areas of professional development support for teachers
- 2) Plan with CLL to create roadmap for campus/teachers based on needs.
- 3) Intentionally plan with teachers and CLL using a variety of data sources, district resources, and roadmap as a guide.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •I-Ready	•Training Agenda •Collaborative Learning Community Meetings	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •TELPAS •I-Ready •TPRI, Tejas Lee, TX KEA, Circle

GOAL AREA 2: STUDENT SUPPORT

Areas Reviewed: Student Performance

Strengths

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics and science.

- The Spec Ed Group in ELA/Reading at Meets Grade Level Standard or Above was at 30%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 34%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 32%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- The All-Student Group in Science at Meets Grade Level Standard or Above was at 27%.
- Emergent Bilingual Student Group in Science at Meets Grade Level Standard or Above was at 15%.
- Special Education (Current) Student Group in Science at Meets Grade Level Standard or Above was at 23%.

Goal Area 2: Student Support

All identified student groups in the Closing the Gaps domain will meet 90% of the indicators by June 2026.

Strategy 1: Assess students and collect data weekly to determine student needs.

Timeline: Sept 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principal, CLL and Content teachers

Action Steps:

- 1) Use state and local data from a variety of sources to identify areas of concern for students by identifying High Focus Student groups.
- 2) Plan accordingly to target areas of concern and develop action plans to target individual needs.
- 3) Provide targeted instruction and monitor progress through weekly/biweekly assessments and district benchmarks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Intervention resources •Pacing Guides •Curriculum •Small Group Grouping •Lesson Plans •I-Ready	•Walkthrough documents •Tracking sheets	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Strategy 2: Small group instruction will be implemented in the classroom to target specific student needs.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principal, CLL and Content teachers

Action Steps:

- 1) Use data from a variety of sources to identify high focus. EB, spec. ed students for small group instruction.
- 2) Plan accordingly to target areas of concern based on student and group needs.
- 3) Monitor small group instruction effectiveness utilizing progress monitoring tracking sheets & assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Intervention resources •Pacing Guides •Curriculum •Small Group Grouping •Lesson Plans •I-Ready •IEP	•Walkthrough documents •Tracking sheets	•BM1 and BM2 scores show increases in student achievement and student performance growth •Weekly assessments	•Formative assessments •Benchmarks [BM's] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Strategy 3: Provide technology resources to facilitate reading development (fluency/comprehension), math skills and fluency, and listening, speaking, reading and writing skills.

Timeline: September 2025 - May 2025

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs, Assistant Principal, Teachers

Action Steps:

- 1) Provide professional development support for teachers on monitoring implementation of programs
- 2) Plan with CLL to help assign lessons based on student needs.
- 3) Monitor usage, completion of lessons, and student lesson achievement weekly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •I-Ready •Summit K12	•Training Agenda •Collaborative Learning Community Meetings	•Progress from BOY to EOY on I-Ready diagnostic assessment •Summit K12 results	•Formative assessments •Benchmarks [BM's] •STAAR/TELPAS •Results Driven Accountability •TELPAS •I-Ready Diagnostic •TPRI, Tejas Lee, TX KEA, Circle •Summit K12

GOAL AREA 3: Improve safety, Public Support, Culture and Climate

Areas Reviewed: Climate and culture, school safety, & family involvement.

Strengths

Pharr-San Juan- Alamo provides the campus with trainings on SEL, counseling, CARE, student safety, and how to respond in emergency situations. The district also has a parental involvement program and has allocated a Parent Educator who is shared among 2 campuses.

Challenges

Teachers sometimes do not follow through with Implementation of SEL lessons in the classroom due to time constraints.

Student attendance and enrollment have had an impact on student achievement.

Parental involvement is low during monthly parent sessions.

Goal Area 3: Improve safety, Public Support, Culture and Climate

Objective: The school's positive culture and climate will increase 10% based on staff, student, parent school climate survey.

Strategy 1: 100% of teachers and staff will participate in SEL professional development to implement strategies to increase student relationships.

Timeline: Sept 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principal, Counselor, CLL and staff, District Student Safety Support.

Action Steps:

- 1) All staff will receive training via MobileMind on SELand CARE and implement in lessons.
- 2) All students will participate in guided lesson on SEL.
- 3) Staff will ensure that all safety procedures and protocols are being followed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•SEL district resources/PowerPoint •Mobile Mind •CARE •LPC/LSSP •SEL Lessons	•Lesson Plans •Student Activities	•Conflict resolution strategies being implemented by students and staff. •Improved behavior	•Walkthroughs •Behavior referrals •Teacher observations-peer interactions

Objective: Increase overall safety of students, staff, and campus visitors including parents and district personnel.

Strategy 2: Have campus emergency and student safety plan in place.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principal, Nurse, Counselor, CLL and Staff

Action Steps:

- 1) Make sure staff and students are trained on Emergency procedures- including safety audits, drills-fire, evacuation, lockdown, hazard
- 2) Make sure Emergency Response Team is fully trained on emergency procedures & roles-CPR, stop the bleed, NARCAN, EPI pen, etc .
- 3) Implement required drills and input on drill tracker.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•CPR training •Evacuation Maps •Mobile Mind Safety Trainings •District Safety Procedures & Presentations •Lesson Plans	•Weekly Door Sweeps •Safety Audits •Drill Tracker	•Overall safety of all stakeholders •Response time of drills	•Safety Audits •TEA visit findings

Strategy 3: Increase parent involvement in student academics and social emotional learning

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principals, Assistant Principal, Counselor, Staff, Parent Educator, Librarian

Action Steps:

- 1) Plan with parent educator and counselor topics to be discussed based on student needs-curriculum nights, importance of student attendance, report card nights.
- 2) Offer flexible times for meetings in order to increase parental involvement.
- 3) Provide social emotional strategies to implement at home to have collaboration between home and school.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material •Community Speakers •Monthly Calendar/Newsletter •Student Performances •Monthly Cafes •Student State and Local Data •Attendance Reports •SEL Lessons •Make and Take Activities - Literacy Nights	•Training Agenda •Monthly Counselor Cafe Meeting Sign-ins	•Increased attendance •Increased family involvement	•Attendance Reports •Family Survey

GOAL AREA 4: Increased Staff Quality, Recruitment, and Retention

Areas Reviewed: High Quality Instruction, Recruitment, & Retention of Teachers, & Teacher certification.

Strengths

Pharr-San Juan- Alamo provides the campus with T-TESS training specific to their performance in the classroom. The district also provides content specific training courses such as dual language institute, New Teacher Institute, Certification review sessions, and PD on specific subject areas.

Challenges

Finding certified bilingual teachers.

Goal Area 3: Increased Staff Quality, Recruitment, and Retention

Strategy 1: 100% of teachers will deliver High Quality Instruction.

Timeline: Sept 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principal, Counselor, CLL and staff, District Student Safety Support.

Action Steps:

- 1) Ensure teachers are trained in T-TESS with a primary focus on Domains 2 and 3.
- 2) Provide district and region 1 PD/conferences opportunities related to their grade level and content areas.
- 3) Incorporate classroom visitations to learn best practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District resources/PowerPoint •T-TESS Rubric & Timeline •PD Goals •SBEC Certification •Coaching & Feedback	•Agendas •Sign-In •Coaching & Feedback	•T-TESS Evaluation Rating •Improved student achievement	•Formal Evaluations •State & Local Data

Strategy 2: Partner with local universities to increase recruitment of High-quality teachers.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principal, CLL and HR Staff

Action Steps:

- 1) Create campus recruitment flyers to highlight school's strengths.
- 2) Participate in district and Region 1 job fairs
- 3) Enhance interview process by involving teachers/staff in interview committees for grade level in need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Campus Vision/Mission •Flyers •Up to date Campus Social Media Outlets •Clear Campus Expectations/Job description •Partnership w Universities	•Interview questions •Hiring Committee •Mentors	•Hiring Committee Consensus •Mentor/CLL feedback	•Walkthroughs

Strategy 3: 100% teacher certification in grade and content areas

Timeline: September 2025 - August 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principals, Assistant Principal, HR

Action Steps:

- 1) Identify and track non-certified staff through SBEC
- 2) Partner with district certification program to provide training and support for full certification.
- 3) Ensure teachers are assigned to correct grade level based on certification.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•SBEC certification •ACT-RGV •HR training •Region 1	•Certificate •HR approved certified list	•High Quality Teachers	•HR approved certified list •SBEC certification